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OF THE

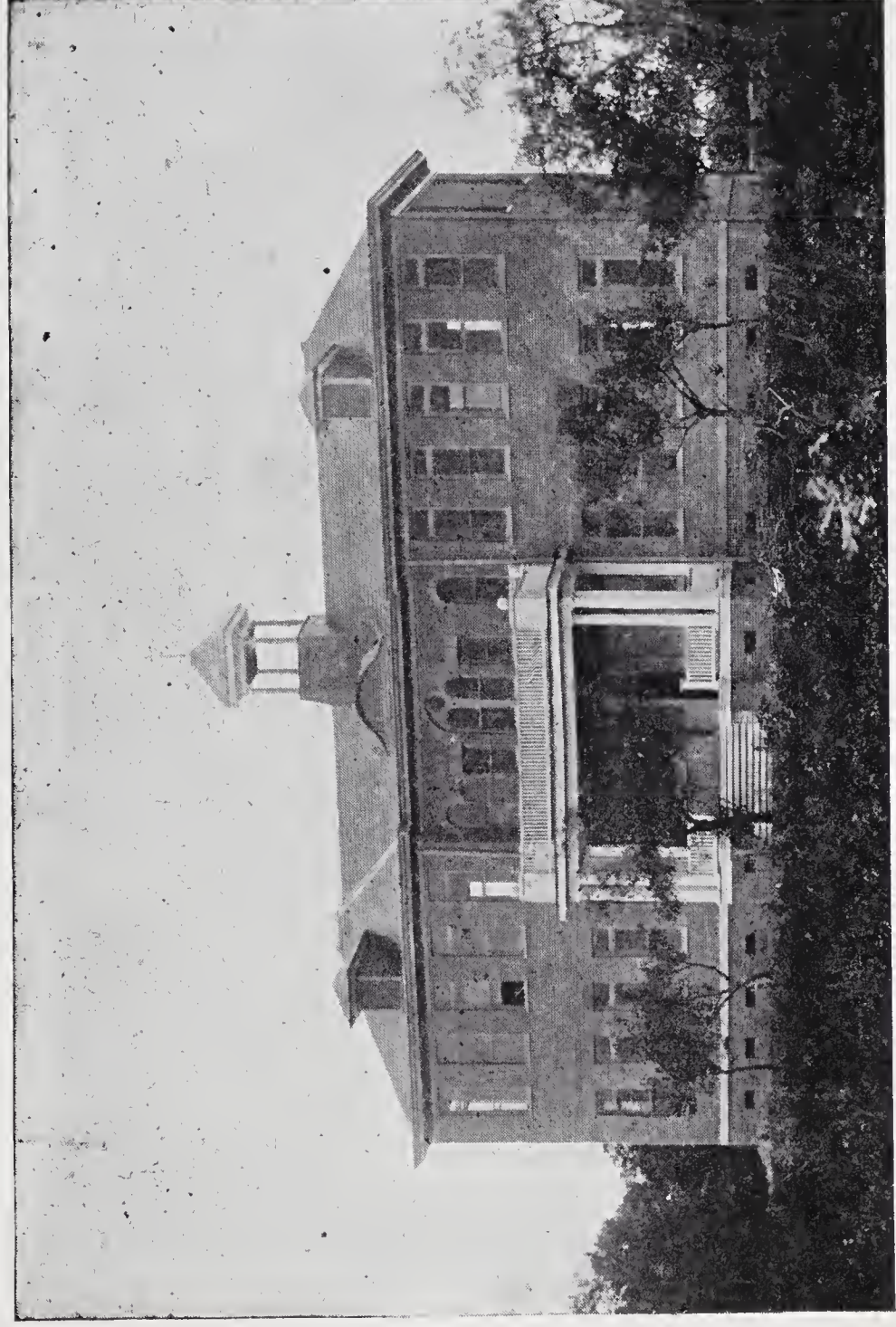
North Carolina State Colored Normal School

Wayetteville, North Car.

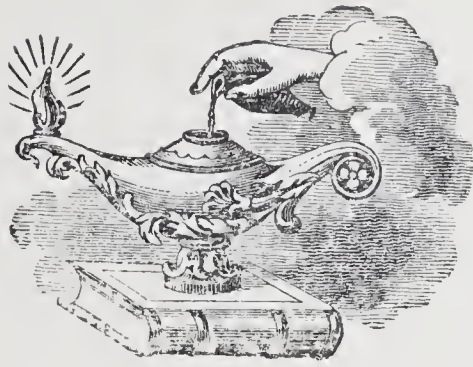
Scholastic Year 1911-12

With
Announcements and
Statistics

Thirty - Fifth Annual Session



MAIN BUILDING



THIRTY-FIFTH ANNUAL CATALOGUE

OF THE

North Carolina State Colored

Normal School

Fayetteville,
N. C.

FOR 1911-1912

Fayetteville—1912
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State Board of Education

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Faculty for 1912-1913

REV. E. E. SMITH, A. B., Ph. D., Principal, Science and Pedagogy
J. W. MITCHELL, B. Agr., Preparatory Department and Agriculture
REV. T. T. BRANCH, A. B., Mathematics and History
NANNIE L. SMITH, Practice School and Critic Teacher
LETHIA LIGHTNER, A. B., English and Latin
HARRIETTE A. JOHNSON, Music and Mathematics
MATTIE J. CHAVIS, Domestic Science and Domestic Art
and Assistant in English
-----Matron

Faculty for 1911-1912

REV. E. E. SMITH, Ph. D., Principal, Science and Pedagogy
J. W. MITCHELL, B. Agr., Preparatory Department and Agriculture
FLORENCE MCNEILL, A. B., English and Latin
REV. T. T. BRANCH, A. B., Mathematics and History
HAZEL E. O. REED, Geography and History
LAURA PAGE SMITH, Music (Vocal and Instrumental) and Ass't in English
ELIZA STYRON, Domestic Science and Domestic Art
NANNIE L. SMITH, Practice School and Critic Teacher

Calendar

School Year, Eight Months

9th September, Monday ----- Session Opens
9th September, Monday ----- Entrance Examination of New Students
10th September, Tuesday ----- Registration and Assignment to Work
28th November, Thursday, Thanksgiving Day
20th December, Thursday, Christmas Holiday begins at 4:00 P. M.
1913—
2nd January, Thursday, Christmas Holiday ends at 8:40 A. M.

GENERAL INFORMATION

History



THIS institution was established in Fayetteville by the State Board of Education, under an Act of the General Assembly of 1876-'77, for the Training of Teachers for the Colored Public Schools of the State. It has completed thirty-five school years of from eight to ten months each, in which have been enrolled 2,364 different students from 74 Counties of the State. Of these, three hundred and fifty-two have completed the prescribed course of study. The graduates of the school have all engaged in teaching in the public schools of the State, at least for a time, with very few exceptions.

Location

For more than twenty-five years the school was conducted in the Howard School Building on Gillespie Street in the historic City of Fayetteville.

Forty acres of land, situated about a half mile northwest of the city limits were purchased and deeded to the State in August, 1907, by colored citizens, as a permanent home site for the school. The site overlooks the city, being one of the beautiful elevations which surrounds it.

The school property is most desirably environed, being bordered on the east by one of the rapidly flowing branches of the famous Cross Creek; on the north by a branch line of the Atlantic Coast Line Railway—just across which is the Normal Annex, a growing village; on the west by a county road, and on the northwest by a prospective colored settlement. Already, since locating the school in its

new and permanent home, scores of new buildings have been erected in the vicinity.

Besides abundant natural grown oak and pine trees, which suggest the future park, and a beautiful grove of majestic shade trees, which adorn the campus, there are numerous terraced walk and drive-ways winding here and there through the campus. There are also hundreds of pear, apple, and other fruit trees, on the site.

Considering its elevated situation, with its forty acres, right in the suburbs of historic Fayetteville, and its desirable and attractive environments, a better site for the location of the school could not have been chosen in this section of the State.

Buildings

Administrative and Dormitory

North Carolina ever extends her potent hand to her deserving, struggling subject. Not one is allowed to sink who wills to swim. Hence, our elegant buildings. For more than twenty-seven years, the Normal School, for the training of teachers for the colored public schools of the State, was conducted in buildings in, and about Fayetteville, not owned by the State. The fullness of time came in 1907, when the school must go into its own house, upon its own campus; if not at Fayetteville, then, at some other city or town; a number of other places wanted the school, and were offering inducements to secure its removal from Fayetteville.

The possibility of the removal of the school was made known to the citizens of Fayetteville. Local pride was soon ablaze; and, in short, a number of representative and successful business men of the race, were on the scene and determined that the school should not, for the lack of interest, leave Fayetteville. These men joined Principal E. E. Smith, and soon a most suitable and desirable tract of land, comprising forty acres, was purchased, at a cost of \$3,500, and deeded to the State as a permanent home for the school.

This done, the deed for the land in the hands of the proper State authority, a commodious brick Administrative Building was at once erected on the site.

The manifest appreciation of the hundreds and hundreds of colored people of the Upper Cape Fear Section, was noted by the State authorities—result: a three-story brick dormitory for girls. This beautiful building is the pride of every worthy colored person who knows of its erection.

And this is not all that our great State will do for that contingent of her citizenry who are pledged to labor to the end that the production in her borders of the white, fleecy staple shall ere long make North Carolina what the white metal is making Colorado! Yea, our students and their parents, and friends, will labor incessantly, will earnestly strive to show ourselves worthy recipients of these considerations, by diligent application to duty, by strict observance of law and order, and by habits of sobriety and honesty.

Some Urgent Needs of the School

Perhaps the greatest need of the school at this time is a dormitory that will accommodate 100 boys.

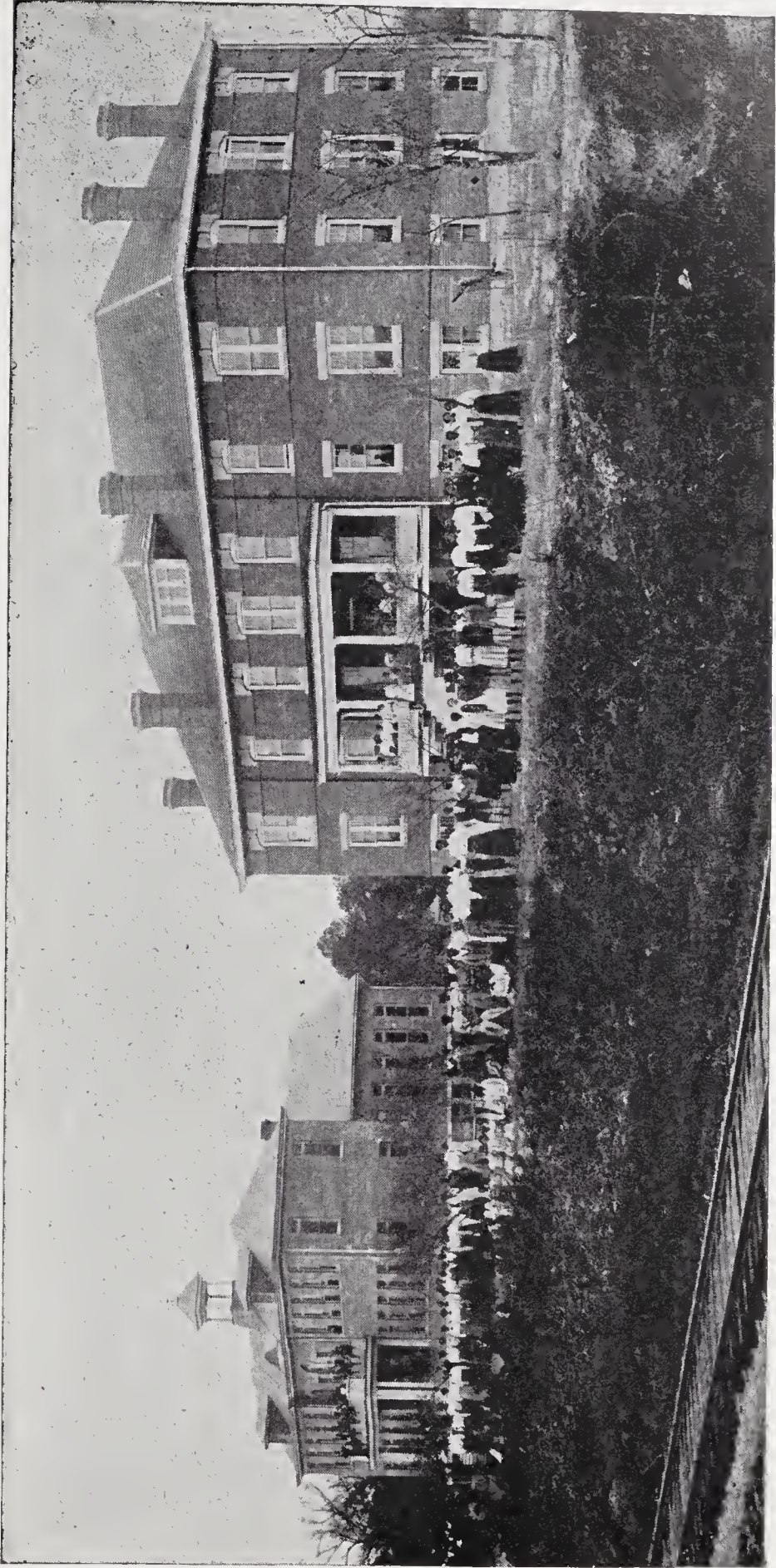
Next to this is a building to be used as a shop wherein boys may be instructed in different handicrafts, at the same time when the girls are being taught Domestic Science and Domestic Art.

The patrons and friends of the school have, all the while, manifested a willingness to help and assist the work. We ask that they continue their consideration and sympathy.

Religious Services

At 9:30 Sunday morning, the teachers and students attend Sunday School in the school assembly hall. The International Lesson Helps are used.

At 3:30 Sunday, divine services are conducted at the



MAIN BUILDING AND DORMITORY

school; usually some one of the city pastors preaches for us at that service.

Song and prayer services are conducted every Sunday evening from 6:30 to 7:30.

Visitors

Hon. J. Y. Joyner, Superintendent Public Instruction; Prof. J. A. Bivens, Supervisor of Teacher Training of North Carolina; Hon. H. L. Cook, Chairman Board of Directors of the School; Dr. H. W. Lilly, President Fourth National Bank, Fayetteville, N. C.; Hon. Q. K. Nimocks, Ex-Senator, Cumberland County; Hon. J. G. Shaw, Ex-Congressman, Sixth District; MR. J. R. Tolar, of New York City; Prof. B. T. McBryde, Superintendent Public Schools of Cumberland County; Prof. W. S. Snipes, Superintendent; Mr. F. W. Williams, Attorney, Durham; Dr. C. F. Meserve, President Shaw University; Bishop C. R. Harris, of Salisbury; Bishop G. W. Clinton of Charlotte; Rev. J. J. Scarlette, Pastor First Baptist Church, City; Rev. M. A. Talley, Pastor First Baptist Church, Wilson; Rev. W. R. Zeigler, Maxton; Dr. A. B. Vincent, Raleigh; Mrs. Clara A. Smith, Head of the Department of Pedagogy, N. R. T. S., Durham; Rev. A. A. Smith, Mt. Olive; Rev. J. W. Todd, Bladenboro; Rev. J. W. A. Blake, Pastor Metropolitan Church, City; Caldwell, representative of the Slater and Jean Fund.

Expense

Contingent for the school year, payable in advance	
by all pupils	\$1.00
Board, room rent, fuel and lights	6.50
Instrumental music, per month (one lesson per week)	1.00
Instrumental music, per month (two lessons per week)	2.00
Use of piano per month, those taking lessons .....	.50
Use of organ per month, those taking lessons .....	.25

Information for Girls who Wish to Enter the Normal School

Students will be expected to dress neatly, but plainly. Silks, satins or expensive or showy dresses of any kind will not be allowed.

Each girl will be required to provide herself with a blue woolen coat suit for Sunday wear or for public occasions. White shirt waist and light dresses require too much time to laundry. Therefore, for every day wear dark blue skirts and waists, also dark blue wash dresses may be worn. Dark petticoats, rather than white ones must be provided.

If it is not convenient for young women to procure these suits at home, before leaving for school, they can be provided at school, at cost. Hats to match suits may be obtained also at school.

Suggestions to Boarding Students

Students must provide themselves with covering and bed linen, such as sheets, pillow cases, blankets or quilts, counterpane and towels.

Each girl should have an umbrella, a pair of rubbers, thick-soled shoes, work-aprons and a work-dress.

Every article of wearing apparel, as well as bed clothes and towels, must be marked plainly in indelible ink with the full name of the owner.

Notice

In case of serious illness, parents or guardians will be notified.

Tuition

Tuition in the Normal School is free to those who intend to teach in the colored public schools of North Carolina. Those who do not intend to teach must pay \$1.00

per month tuition. The school is sustained for the purpose of training teachers for the elementary public schools. It is only just and right that those who take advantage of the school and who do not intend to teach, shall pay the tuition charges.

All pupils must pay a contingent fee of \$1.00 in advance. Graduates will have to pay \$1.00 for diploma.

Regulations

The following regulations govern the school:

1. Pupils of both sexes are to be admitted, but all boarding pupils must consult the principal before making any arrangements for boarding outside the school dormitories.

2. Only pupils of **good moral character** will be admitted or retained in the school.

3. No pupil will be admitted to the school **after the opening week**, except upon examination, which examination will cover the previous work of the class to which admission is sought. All such examinations and their result must be approved by the superintendent.

4. No pupil will be advanced to a higher class except upon the satisfactory completion of the work of the preceding class. All tests and examination questions shall be first approved by the superintendent, and no promotion to a higher class shall be valid except approved by the superintendent.

5. The school year shall consist of eight months of twenty school days each. No holidays except Thanksgiving Day, Christmas Day and New Year's Day shall be given. A Christmas recess not exceeding ten days may be given, but such recess shall not be included in the school year of 160 days.

6. Three unexcused absences or tardies during the year shall cause any pupil to be suspended from school for the remainder of the year. The principal will not accept

any excuses for the tardiness or absence except the serious sickness of the pupil or his immediate family.

7. No substitute teacher shall be employed, except upon the approval of the superintendent, and no student shall be permitted to teach any normal class.

8. All students who receive free tuition shall sign a pledge to teach two years in the colored public schools of the State.

9. The satisfactory completion of the work of the sixth grade of the elementary school as set forth in the State Course of Study will be required for entrance on the work of the Normal Course of Study.

Nature and Design

A normal school is neither a college, a law, nor a theological school, but *a school for the thorough instruction and systematic training of students who wish to become teachers*; hence the design of this school is—

I. Thorough instruction in all the branches required to be taught in the public schools of the State;

II. The best methods of teaching these branches and governing the schools, and

III. The cultivation of the habit of thinking clearly and systematically, and the practice of delivering the thoughts and explanations in a lucid and pleasant manner. To accomplish this, our course of study, practice in teaching, library, and rhetorical exercises are admirably adapted.

Qualifications of a Good Teacher

1. Good health, good common sense, and sound judgment.

2. A thorough knowledge of the branches he proposes to teach.

3. Aptness to teach. He may be rich in knowledge but it will be of little value to his pupils unless he has the skill of communicating it.

4. Perfect self-control. He cannot govern others when unable to govern himself.

5. Love for his calling. Any work is easily done when prompted by love. Whatever one does willingly, is no trouble.

Examinations

Oral and written examinations of all the students will be held during the first week of each term, and public examination and exhibition annually, at the close of the session.

Societies

The Normal Literary Society, which meets Friday evening of each week, and the Y. M. C. A. and Y. W. C. A., which meets weekly, are societies formed among the students and subject to their own control, under the supervision of the teachers. The School Temperance Society holds its meetings on the first Wednesday afternoon of each month. They are excellent means for drill in parliamentary usages and business habits.

Applications for Teachers

There are usually connected with the school, or in correspondence with the faculty, persons well qualified to teach, and willing to accept suitable positions when offered. All letters in reference to teachers, etc., will be promptly answered; and, if applications are definite enough, teachers can generally be supplied.

Applications should state:

1. Male or female teacher required.
2. Grade of certificate required.
3. Beginning and length of term.
4. Salary and price of board.

The work under this head is all done as a matter of courtesy, and although no charge is made to either committee or teacher, no effort will be spared to send the right teacher to the right place.

Advice to Those Who Wish to Enter School

1. Carefully examine the course of study and decide how much of it you have thoroughly accomplished, recognizing always the difference between the knowledge required by a teacher and that, by one who is merely expecting to become a general scholar.

2. Do not be too anxious to enter advanced classes. There will be little or no time in any class to make up back studies. Many who are admitted to the advanced classes fail to do the work well, from lack of elementary training, and regret not having begun to work here in lower grades.

3. Bring with you, as useful for study or reference, all the text-books you have.

4. Come expecting to work faithfully and honestly—to make study your first and only aim while here. If you can not come with this spirit, or if you lack the determination to carry you through in this spirit, you make a mistake in entering a normal school.

Discipline

In a normal school there should be no need of reference to the matter of discipline. Only those should come or be admitted, who have well-formed, correct habits.

This is, in no sense, a reform school, and young men or women who are not disposed to submit willingly and cheerfully to all the wholesome restraints found necessary for the good working and good reputation of the school will be unhesitatingly dismissed.

We are, in a measure, responsible to the State for the character and equipment of each pupil graduated from the school. This being the case, we are compelled to exercise the most rigid scrutiny in reference to both these; and offenses that in a mere academic institution might be passed over lightly, here are viewed rather as indicating the unfitness of the offender for taking charge of and training

the children of the State. In this way it sometimes happens that pupils are advised to withdraw from the school, or are even dismissed, when no very serious charges are brought against them. They have merely convinced us that they are not suitable persons to enter the profession of teaching. No publicity is given to such cases. Nor is our action ever taken with a view of punishing the offenders.

Our aim has constantly been to appeal to the nobler natures of our students in order to secure compliance with the regulations of the school. Our rules prohibit what is ungentlemanly or unladylike and disorderly, and require only what is necessary to provide for the mental, moral, and physical welfare of all.

Courses Offered

Preparatory Course, Normal Course, Model or Practice School Course, Industrial Course, Agricultural, Cooking and Household Economy, Sewing.



COURSES OF STUDY

Preparatory Course

FIFTH GRADE

This course will contain such subjects as are generally included under fifth grade work. All students to enter the normal course of study must pass a satisfactory examination in all the branches of the preparatory course, or their equivalent.

1. Reading:

a. Phonics (spelling, writing, diacritical marks); Foust & Griffin, N. C. Spelling Book, pp. 1-100, including the words found in the reading and other subjects of study.

b. Longfellow's Song of Hiawatha, Francillon's Gods and Heroes, Ruskin's King of the Golden River, Hawthorne's The Great Stone Face.

2. Language:

a. The Story (oral and written).

b. Copying and dictation by sentences and paragraphs. The copying and dictation must not take the sentences out of its place in the paragraph. The relation of sentence and paragraph must be retained in all the work. Use the readers as the basis of the work.

c. Hyde's Lessons 1, for formal work, omitting all composition and picture lessons.

3. Drawing and Writing:

a. Use Webb and Ware's Practical Drawing Course. The pupils are not simply to draw lines, but learn to draw real things, using lines.

b. Book 2 should be taken up after Book 1 has been completed.

4. Arithmetic:

a. Review notation and numeration; formal addition, subtraction, multiplication and division of whole numbers and fractions, and take up:

b. Decimals, compound quantities and percentage, using Colaw and Duke's Intermediate, pp. 1-192. Teachers should own Werner Arithmetic 2.

5. History:

a. Study White's Beginner's History of United States.

b. Study Colonies. The teacher will take up the study of the Colonies after plan of Gueber's Story of the Thirteen Colonies.

6. Geography:

a. Home Geography. Teachers will follow plan of Tarr and McMurray's Geography 1.



TEACHERS AND A GROUP OF PUPILS

b. Pupils must study the life histories of a number of common plants and animals by means of the school garden.

c. Use Maury's Elementary Geography to give pupils an idea of the world as a whole. Teachers should own Tarr and McMurry's Geography 1.

7. Science:

Cooking, Sewing, Culler's First Book of Physiology.

SIXTH GRADE

(While the sixth grade is the regular preparatory grade, it is expected that a number of fifth grade pupils will be received. Therefore, the preparatory teacher may expect to have both grades of students in the same room).

Milne's Progressive Arithmetic, II.

Hyde's Lessons in English, I.

Dodge's Comparative Geography.

Hill's North Carolina History.

Ritchie's Primer of Sanitation.

Reed's Word Lessons.

Progressive Drawing, I and II.

Berry's Writing Books, IV and V.

Selections from Riverside Literature for Seventh Grade.

Normal Department

FIRST YEAR

Milne's Progressive Arithmetic, III.

Dodge's Comparative Geography.

Ritchie's Human Physiology.

Our Republic.

Grammar. Reed and Kellogg, Book II.

Reed's Word Lessons.

Peele's Civil Government.

Progressive Drawing, III and IV.

Berry's Writing Books, VI and VII.

Selections from Riverside Literature for Seventh Grade.

SECOND YEAR

1. English:

a. Literature: Selections from Riverside Literature for Eighth Grade; Review of Stories for Supplementary Reading in Primary Grades. (See Course of Study for Rural Schools).

b. Grammar. Reed and Kellogg, Book II, completed.

c. Oral and Written reproduction of Stories, Copying, Dictation and Composition.

d. Spelling. Reed's Word Lessons,

2. **Arithmetic:** Milne's Progressive, III, completed.
3. **Science:**
 - a. Physiology: Cullers, Book III, Fall Term.
 - b. Agriculture for Beginners, Spring Term.
4. **History:** Montgomery's Leading Facts in English History.
5. **Vocal Music.**
6. **Progressive Drawing:** V and VI.
7. **Berry's Writing:** VII and IX.

THIRD YEAR

1. **English:**
 - a. Literature: Selections from Riverside Literature for Eighth Grade.
 - b. High School English, Brubacher and Snyder, Book I.
 - c. Practical Exercises in Written English.
 - d. Spelling: Reed's Word Lessons.
2. **Mathematics:**
 - a. Milne's High School Algebra.
 - b. Practical Arithmetic. Cook and Cropsey.
3. **Science:** Tarr's Physical Geography.
4. **History:** Myer's General History.
5. **Latin:** Gunnison and Harley.
6. **Progressive Drawing:** VII and VIII.
7. **Vocal Music.**

FOURTH YEAR

1. **English:**
 - a. Literature: Milton's Minor Poems, Shakespeare's Macebeth, Scott's Ivanhoe, George Eliot's Silas Marner.
 - b. Composition and Rhetoric. Howe and Thomas.
 - c. Practical Exercises in Written English.
2. **Science:**
 - a. Commercial Geography—Robinson. Rand, McNally & Co.
 - b. Dodd's Chemistry of the Household; or Culler's First Book in hysics. (Lippincott).
3. **History:**
 - a. Myer's General History. Completed.
 - b. Review of United States History. (Hart's Essentials suggested, if a text is used).

4. Latin:

- a. Review the Work of the Previous Year.
- b. Caesar's Commentaries. Books II, III, IV and I Bennett's Caesar and Bennett's Latin Grammar (Allyn & Bacon).

5. Algebra: Milne's High School. Completed.

Arithmetic: Review. Beaman & Smith (Ginn & Co.) or, Book-keeping. (Bryant & Stratton suggested).

6. Vocal Music.**7. Progressive Drawing.** (From Natural Objects).

Pedagogical Course

THIRD YEAR—Normal

Text—Colgrove's The Teacher and the School.

FOURTH YEAR—Normal

Text—Hamilton's The Recitation.

Note—Observation and practice work in the Practice School to extend through both years. Study of phonics and primary methods in Fourth Year Normal conducted by Primary Teacher at least once a week.

Practice School Course

It is sometimes necessary, on account of the poor preparation of those who apply for entrance to the classes of the normal schools, to have a good primary school in connection with each normal. It is also necessary to have such a school in which candidates for graduation from the normal school can be required to teach successfully prior to graduation. Therefore, all candidates for graduation will be required to teach in the Practice School.

FIRST GRADE

1. Spelling:

1. First steps in phonics and writing, as contained in "How to Teach Reading" (See part 2). This work will require seven weeks.
2. A Spelling Book, part 1, taken up at the beginning of the eighth week.

2. Reading:

1. Howell's Primer I, begun the eighth week.
2. Howell's First Reader.
3. Claxton's Grimm's Fairy Stories or Holbrook's Hiawatha Primer.

For further suggestions, teachers are referred to "How to Teach Reading."

3. Language:

1. The oral reproduction of stories.
2. Copying and dictation.
3. Other formal work—how to write the children's and their parents names and postoffice address, how to write the days of the week and the months of the year, how to write the seasons and the names of the books used in the classes; how to write the titles—Mr., Mrs., Miss, Rev., Dr., and how to write a simple letter in correct form, from dictation.

For details, teachers are referred to "Suggestions for Language Teaching."

4. Drawing:

- a. The children should be permitted to draw the objects they desire to draw.
- b. Use Webb and Ware's Drawing I, beginning at the tenth week.

5. History:

The fairy story and the myth are the child's first history stories. The first grade reading may, therefore, be considered the first work in history.

6. Arithmetic:

1. Learning to count (oral).
2. Learning to read and write numbers 1-100.

7. Physiology:

1. Care of the teeth and the eyes.
2. Care of the hair, nails and skin.
3. Food and clothing; fresh air and pure water.
4. Effects of cigarettes.

This work should be entirely oral. Teachers will find the above topics treated in Culler's Physiology I.

8. Geography:

1. First step—conception of the great world beyond.
 - a. Let the teacher read to the children the Stories in Shaw's Little People and Big People of other lands and the following stories from Holbrook's Hiawatha Primer: The Milky Way, p. 40; The Fire-Fly, p. 52; The Moon, p. 64; The Rainbow, p. 74; The Owl, p. 80; Hiawatha's Chickens, p. 88; Hiawatha's Brothers, p. 96; Hiawatha's Hunting, pp. 114, 120, 126; The Winds, pp. 127-132; Mondamin, pp. 132-134.
 - b. Teacher and children make a collection of pictures of the children of other lands to show how they live.
2. The second step—home geography.
 - a. Elementary ideas of direction, distance, form, color.

- b. The weather chart.

For further details, teachers are referred to "Suggestions for Geography Teaching."

9. Agriculture:

The introductory work necessary to be done in grades I-IV, before the book is taken up, is given somewhat in detail under "Suggestions for Teaching Agriculture."

SECOND GRADE

1. Spelling:

1. Review the work indicated for First Grade.
2. A Spelling Book, part II.

2. Reading:

1. Graded Classics II.
2. McMurry's Robinson Crusoe, or Baldwin's Fifty Famous Stories.

For further suggestions, see "How to Teach Reading."

3. Language:

1. The oral reproduction of stories.
2. Copying and dictation.
3. Other formal work—review the work indicated under this heading for first grade and have the children practice writing simple letters of their own composition.

For details of the above work, teachers are referred to "Suggestions for Language Teaching."

4. Drawing:

1. Let the children continue to draw the objects they are interested in. Let them try to illustrate some of the stories read to them during the year.

2. Use Webb and Ware's Drawing II.

5. History:

The work in history is embraced in the reading done during the year.

6. Arithmetic:

1. Reading and writing numbers 1—1000.
2. The 36 addition facts.

7. Physiology:

See outline of the work for first grade.

8. Geography:

1. The first step—conception of the great world beyond.
 - a. Teacher reads to the children Andrew's Seven Little Sisters.

b. Teacher and children make a collection of pictures of the children of other lands, to show how they live.

2. The second step—home geography.

a. Elementary ideas of direction, distance, color, form.

b. Weather chart.

For further details, see "Suggestions for Geography Teaching."

9. Agriculture:

See "Suggestions for Teaching Agriculture."

THIRD GRADE

1. Spelling:

1. Review the work indicated for the first and second grades.

2. A Spelling Book, part III.

2. Reading:

1. Graded Classics III.

2. Cook's Story of Ulysses.

For further suggestions, see "How to Teach Reading."

3. Language:

1. Oral and written reproduction of stories.

2. Copying and dictation.

3. Other formal work—Hyde's Language Lessons I, pp. 1-70 to be used by the Teacher, but not in the hands of the children.

For details, see "Suggestions for Language Teaching."

4. Drawing:

1. Let the children try to illustrate some of the stories read to them by the teacher during the year.

2. Use Webb and Ware's Drawing III.

5. History:

The work in history is embraced in the reading done during the year.

6. Arithmetic:

1. Formal addition, subtraction, multiplication, and division.

2. Milne's Progressive Arithmetic, book I.

7. Physiology:

See outline of the work for first grade.

8. Geography:

1. First step—conception of the great world beyond.

a. Teacher reads to the children Little Lucy's Wonderful Globe.

b. Teacher and children locate on a large map or globe North

America and the other continents, the oceans, the United States, North Carolina, some of the cities and countries of which they have heard, their own country and the nearest-by towns.

2. Second step—home geography.

a. Elementary ideas of direction, distance, color, form.

b. Weather chart.

c. Local occupations, local land and water forms.

For further details, see "Suggestions for Geography Teaching."

9. Agriculture:

See "Suggestions for Teaching Agriculture."

10. Writing:

1. Begin writing with pen and ink.

2. Use Copy-book II.

FOURTH GRADE

1. Spelling:

1. Review work indicated for first, second, and third grades.

2. A Spelling Book part IV.

2. Reading:

1. Fourth Language Reader.

2. Moulton's Bible Stories of the Old Testament.

For further suggestions, see "How to Teach Reading."

3. Language:

1. Oral and written reproduction of stories.

2. Copying and dictation.

3. Other formal work—Hyde's Language Lessons, I, pp. 70-158, in hands of the children.

For details, see "Suggestions for Language Teaching."

4. Drawing:

1. Let the children try to illustrate some of the stories read to them during the year.

2. Use Webb and Ware's Drawing IV.

5. History:

1. White's Beginners' U. S. History. pp. 1-32; Pioneers and Explorers.

2. Shaw's Discoveries and Explorers, supplementary, to be read by the teacher to the children and the stories retold by the children.

3. Children read the remainder of White's History.

6. Arithmetic:

1. Review previous work and teach common fractions.

2. Use Milne's Progressive Arithmetic, Book I.

7. Physiology:

Richie Caldwell Primer of Hygiene.

8. Geography:

1. Home geography—review of work of previous grades.
Dodge's Primary Geography.

9. Agriculture:

See "Suggestions for Teaching Agriculture."

10. Writing:

Use Copy-book III.

Industrial Department

There is a greater awakening in favor of efficient manual service than ever before. Therefore, a knowledge of the theory and practice of hand work is necessary for the young people who are going out into the world expecting success to crown their efforts.

Agricultural Work

There is no industry in the South that is receiving more attention than Agriculture. The progressive leaders are realizing more and more fully that by developing this industry they are opening the door to the greatest source of human independence and comfort.

While this is not an agricultural school, in a technical sense, yet special attention is given to the training of students in such branches of Agriculture as will enable them to teach the subject in rural schools and put a knowledge of it into practice on their home farms.

Special stress is laid upon the teaching of growing Legume crops, for the restoring of nitrogen; rotation of crops; raising improved farm animals and poultry; care of orchards; and practical farming.

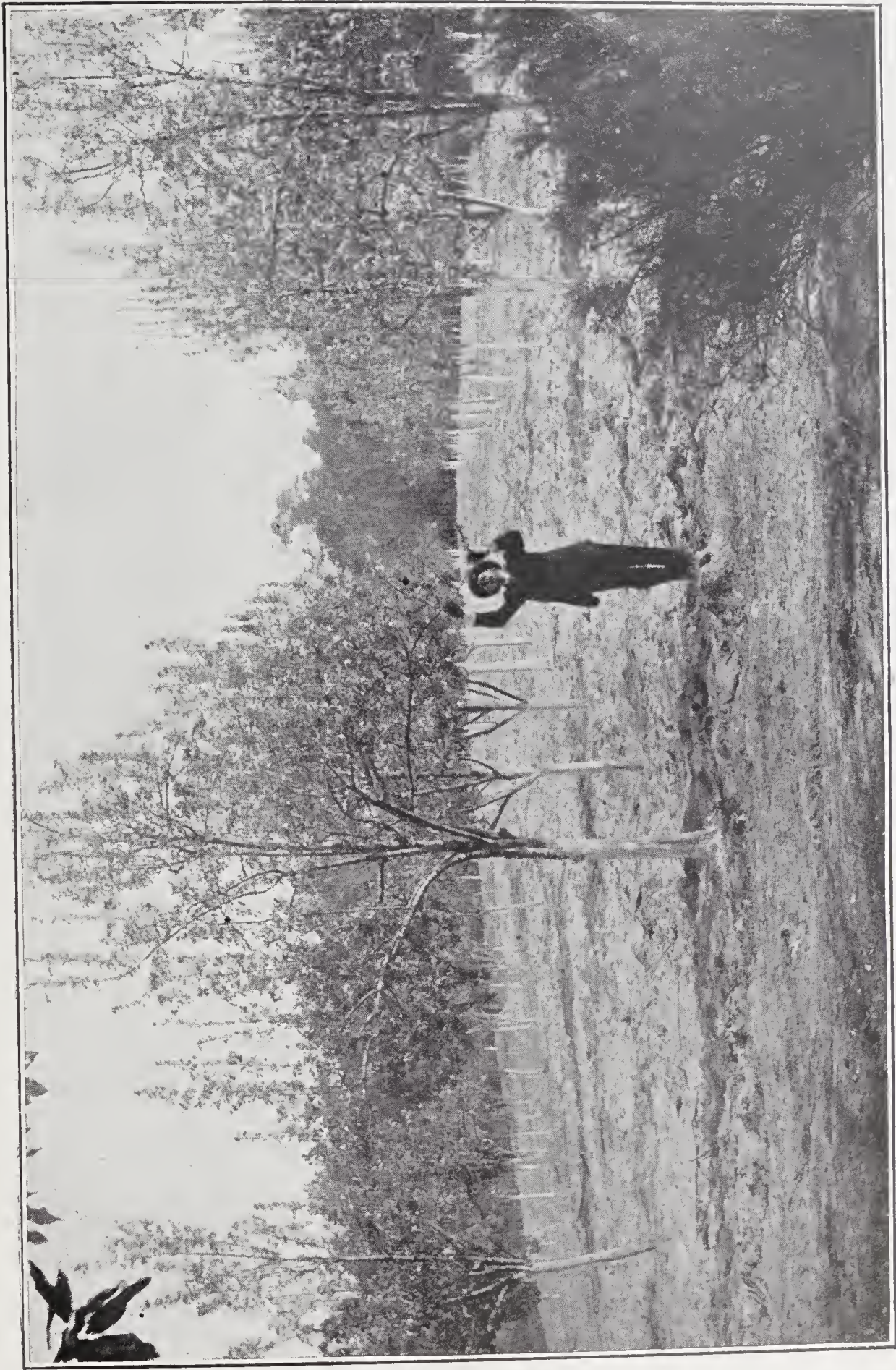
There are kept at the school Barred Plymouth Rock and common chickens; Registered Duroc-Jersey, Berkshire hogs.

There are also Jersey cows and some Jersey and Holstein grades of cows kept at the school. These are kept for observation, study and comparison of breeds, and also for the purpose of learning how to properly care for and feed stock.

Domestic Science Department

The most profitable, the most interesting study for women is the home, for in it centers all of the issues of life.

The main object of this department is to teach system, dispatch and



PEAR ORCHARD

practical knowledge. To make home-making an inspiring profession and to show that it is a science that calls for woman's best efforts, but not her whole existence. To show that the good cook holds the key to a happy home, and that the woman who is trained in the art of cooking has every advantage.

Each girl is required to provide herself with a large white apron which should cover her whole dress, two towels, sleevelets, a note book and a pot-holder for this department.

Students can make these things in the sewing-room, if they do not understand how to make them at home.

COOKING

First Year

Principles of cooking and food values; the selecting and care of utensils; setting the table; washing dishes, and the care of the home generally. Cooking of eggs, cereals, vegetables, meats, fish and breads.

Second Year

Soups, meats, salads, croquetts, cakes, candies, icings, desserts, and simple invalid cooking.

Third Year

Making and serving of menus, which must not cost over a certain amount. Lectures on marketing, caring of meats, eggs, vegetables, and the cooking of fish and fowls. Special attention is paid to bread-making and housekeeping generally.

Fourth Year

Review work of previous years.

Dress Making Department

Barnes, Mehetabel
Brown, Pearl
Bridges, Celia
Colvin, Josephine
Croom, Ludie
Curry, Fannie
Garver, Nellie
Elliott, Florence
Elliott, Eugenia
Elliott, Julia
Hill, Katie
Johnson, Blanche

Johnson, Lizzie
Johnson, Tama
Kelley, Louise
McKay, Mamie
McNair, Aggie
McNair, Katie
Melvin, Edith
Spaulding, Mattie
Sampson, Eva
Smith, Eva
Smith, Mabel
Terry, Ada

Special Students

Barnes, Mehetabel
Spaulding, Mattie

Johnson, Blanche
McNair, Aggie

Domestic Art Department

The course in this department has been planned to give clear, definite instruction in hand and machine sewing, embroidery, repairing, and dress-making.

The aim of this department is to give each student a thorough knowledge of the stitches used in plain sewing and to train them to use good judgment, good taste and neatness in dress.

Lectures are given from time to time on harmony of colors, textiles, cutting, the taking of measures, the care and use of the machine, neatness of work and the care of the sewing-room generally.

To complete this course depends almost entirely upon the ability of the student, neatness, and the amount of time spent on the work.

Each girl is required to provide herself with two sewing aprons, a pair of scissors, a tape-measure, a thimble, a needle-case, and a note-book for this department before she is ready for work.

PLAIN SEWING

First Year

Various uses of the tape-measure, needles, thimble and thread—according to number. Plain stitches—basting, gathering, weaving, matching stripes, patching, darning, overcasting, overhanding, button-holes, bias bands, ruffles, french and flat fells.

Second Year

Plackets, gussets, tucking, sewing on bindings, tape and trimming. Hemstitching, fancy stitches, embroidery, sewing on braid, sewing on hooks and eyes. Bone casing and seam binding.

Third Year

Cutting from patterns and making a complete set of miniature undergarments and shirt-waist suit.

Taking of measures and the drafting of patterns.

Fourth Year

First Term

Cutting, fitting and the making of undergarments, wash dresses, shirt waists, and men's shirts.

Special attention is paid to children's clothes—dresses, pants and blouse suits. The making of unlined dresses and skirts.

Second Term

The fitting and making of coat-suits, finely tucked dresses, the designing of fancy waists, and use of the dress-form. Special attention is paid to the making over of old garments and the use of patterns generally.

The Model or Practice School

The one essential feature in a well regulated Normal School is a properly conducted model school. It is the pedagogical laboratory in which the student-teacher observes the working of the child-mind and applies the knowledge thus gained in carefully planned teaching acts.

Our model school will not consist of a few pupils selected for this special purpose, but it will be a well organized graded school, including the first four grades of the elementary school. The management and instruction will be under the immediate direction of an experienced teacher. This will insure a practical, as well as a pedagogical training for our students.

Thus it will be seen that the model school is to perform two distinct but relative functions: It will be used as a Model School for the observation of expert teaching, and as a Practice School for Seniors, who serve an apprenticeship as actual teachers.

The Seniors will be required to devote one hour a day to this work.

Courses will be given in special methods of teaching reading, language, arithmetic, geography, and nature study. The principles taught will be deducted from class-room teaching. Typical lessons will be observed and discussed from time to time. The lesson topics will be chosen with reference to their concrete application to principles of teaching. The aim is to give the students preparing to teach such professional equipment as shall enable them to go into the public schools of the State and teach acceptably and well; teach the branches required by law to be taught in the free public schools, in a strong way.

ROLL OF STUDENTS, 1911-1912

School Year—September 11th, 1911—April 19th, 1912

FOURTH YEAR CLASS

NAME	AGE	COUNTY
Black, W. A.	27	Robeson
Croom, Ludie	18	Newport
Kelley, M. Louise.....	20	News, Va.
Lee, Atlas D.....	17	Newport
McKay, Mamie A.	18	News, Va.
Morgan, Atha	17	Sampson
Smith, Eva L.....	17	Lee
Terry, Ada J.	17	Cumberland
Terry, Avary L.	21	Wayne
Vincent, Percy	18	Richmond
		Richmond
		Cumberland

THIRD YEAR CLASS

Barnes, Mehetabel.....	21	Lee
Chalmers, F. R.	36	Cumberland
Coward, A. D.	19	Wilson
Currie, Ardenia.....	20	Sampson
Currie, L. A.	19	Sampson
Evans, Hector.....	15	Cumberland
Elliott, Julia C.	18	Scotland
Gibson, J. L.	16	Cumberland
Hammond, LeRoy	16	Richmond
Hill, Katie	20	Cumberland

THIRD YEAR CLASS—Continued

NAME	AGE	COUNTY
Johnson, Blanche	20	Cumberland
Johnson, Lizzie	18	Cumberland
Johnson, Tama M.	22	Cumberland
Kerr, Leary B.	18	Sampson
King, F. M.	26	Cumberland
Kornegay, Effie	15	Wayne
Lee, P. M.	22	Sampson
Melvin, Edith	18	Cumberland
McLauchlin, Rev. Emanuel	43	Cumberland
Mattocks, John H.	14	Cumberland
McKay, Emily S.	15	Cumberland
Peterson, Gertrude A.	15	Wayne
Rhone, May T.	17	Cumberland
Robinson, Emma	16	Cumberland
Richardson, Esther A.	15	Wayne
Richardson, Lessie F.	17	Wayne
Spaulding, M.	21	Columbus
Williams, Francis	15	Cumberland
Williams, Joanna H.	16	Cumberland
Williams, John A.	17	Cumberland

SECOND YEAR CLASS

Alston, Lorena	16	Vance
Beaman, Lessie L.	17	Sampson
Benton, W. R.	14	Cumberland
Blackman, Thomas	16	Cumberland
Boone, James H.	18	Cumberland
Bridges, Celia	19	Johnston
Brown, Lula J.	15	Bladen
Brown, Paul	16	Cumberland

SECOND YEAR CLASS—Continued

NAME	AGE	COUNTY
Carver, Nellie A.	19	Cumberland
Colvin, Josephine V.	20	Columbus
Elliott, Eugenia	18	Cumberland
Elliott, E. H.	20	Scotland
Elliott, Florence	20	Cumberland
Evans, Lessie	16	Cumberland
Galbreath, C. F.	20	Robeson
Godfrey, Bertie	20	Chesterfield Co., S. C.
Harris, B. E.	21	Lee
Hodges, Naomi S.	18	Sampson
Hurst, Maceo	15	Northampton
McMillan, Sarah	17	Cumberland
McNair, Aggie	20	Cumberland
McNair, Katie	16	Cumberland
Moore, A. R.	21	Robeson
Moore, Maggie	17	Sampson
McIver, Lillie	19	Cumberland
McIver, Nannie L.	20	Cumberland
Mumford, Thomas	19	Richmond
Parker, Lavenia	21	Cumberland
Peterson, Geo. F.	24	Sampson
Peterson, Hettie J.	20	Robeson
Royal, Nathan	18	Sampson
Sampson, Eva	17	Sampson
Smith, Mabel Y.	15	Wayne
Spaulding, Carrie L.	17	Columbus
Stevens, Cora L.	18	Sampson
Wall, J. C.	16	Richmond
Watson, G. W.	27	Chatham
McNeill, Winston	23	Cumberland

FIRST YEAR CLASS

NAME	AGE	COUNTY
Barrett, Hepsie	27	Robeson
Beatty, Annie J.	15	Cumberland
Bennett, Ella	19	Anson
Bennett, Nezzie	18	Anson
Boone, L. D.	18	Columbus
Boone, Spicie A.	19	Cumberland
Brewington, Pearl	16	Robeson
Brown, Pearl	16	Cumberland
Burns, Sallie	19	Cumberland
Caple, May Belle	16	Anson
Currie, Fannie	18	Robeson
Currie, W. T.	33	Robeson
Dancy, Ruthie	16	Cumberland
Dark, Hassie	16	Lee
Elliott, Alice	15	Cumberland
Evans, Augusta	16	Cumberland
Evans, Susie C.	15	Cumberland
Gilmore, Carrie	17	Cumberland
Gilmore, Cloadia	18	Cumberland
Gillespie, Emma	19	Cumberland
Hill, Francis	16	Cumberland
Hoskins, James	17	Cumberland
Kirk, Maggie	23	Cumberland
McAlister, Caroline	15	Cumberland
McGill, J. C.	19	Cumberland
McGill, Ruth	14	Cumberland
McGill, William	16	Cumberland
McLauchlin, Minnie	18	Cumberland
McLauchlin, Sarah J.	18	Cumberland

FIRST YEAR CLASS—Continued

NAME	AGE	COUNTY
McMillan, Neill A.	17	Cumberland
McNair, Dannie	18	Cumberland
McNair, Nannie	14	Cumberland
McNair, Rosie	18	Cumberland
McNeill, Amelia	21	Robeson
McNeill, Georgie	17	Cumberland
Mial, Claudius H.	17	Johnston
Minter, Laura	21	Lee
Mitchell, Esther	16	Cumberland
Mitchell, Henry	18	Columbus
Mitchell, Ralph	17	Anson
Moore, Mary E.	18	Sampson
Monroe, Julia D.	18	Columbus
Morgan, Herbert	16	Cumberland
Morrison, Eva	16	Cumberland
Price, Lillie A.	17	Edgecombe
Quick, Harrison	18	Richmond
Reeves, C. Rebecca	15	Cumberland
Stewart, Florence	16	Cumberland
Thompson, A. B.	18	Robeson
Williams, Annie M.	14	Cumberland
Williams, Effie	15	Cumberland
Wood, Lillie	17	Cumberland
Wooden, Rosa	17	Cumberland



MUSIC CLASS

PREPARATORY CLASS

NAME	AGE	COUNTY
Adams, James	17	Cumberland
Armstrong, Chanie	15	Scotland
Argent, George	13	Cumberland
Avery, Irene	14	Cumberland
Baldwin, Essie M.	13	Robeson
Bernard, Henry	18	Cumberland
Boone, Alice	16	Bladen
Boone, Colon C.	16	Cumberland
Boone, J. M.	20	Columbus
Brown, Lonnie H.	15	Cumberland
Brown, Walter	14	Cumberland
Burney, G. W.	20	Bladen
Byrd, J. H.	15	Cumberland
Byrdsal, J. H.	18	Harnett
Cameron, E.	16	Cumberland
Cameron, Sallie	15	Cumberland
Campbell, J. C.	19	Robeson
Carver, Rosetta	17	Cumberland
Council, Daisy	15	Bladen
Covington, Lena	18	Harnett
Cromartie, Lucretia	17	Bladen
Crump, Della	14	Cumberland
Dunham, J. R. W.	17	Bladen
Durham, Carrie	16	Chatham
Elliott, Isabella	16	Cumberland
Evans, Morene G.	14	Cumberland
Fleming, Mary	17	South Car.
Gaddy, F. D.	21	Robeson
Gainey, Annie R.	16	Cumberland
Gibson, James	18	Scotland

PREPARATORY CLASS—Continued

NAME	AGE	COUNTY
Gibson, Thomas.....	17	Scotland
Gill, W. T.	16	Cumberland
Gillis, David	17	Cumberland
Gillis, Esther.....	19	Cumberland
Gillis, Lemuel.....	21	Cumberland
Gilmore, Mattie.....	14	Cumberland
Godwin, Mary W.....	16	Cumberland
Johnson, Ella	18	Bladen
Justus, Joseph.....	19	Cumberland
Kendell, Charley	16	Richmond
King, Mary	14	Cumberland
Leach, Estella.....	18	Hoke
Leach, Hattie B.....	16	Hoke
Mainor, Abraham.....	19	Hoke
Mainor, Cornelia	17	Hoke
Mainor, J. W.	21	Hoke
Maloy, Janie	16	Cumberland
McGill, Lillie	13	Cumberland
McIver, Florence	14	Cumberland
McKay, Mary L.....	15	Cumberland
McKay, Ora B.	14	Cumberland
McLaughlin, Emerline	19	Cumberland
McLaughlin, J. W.....	13	Robeson
McLaughlin, Miley J.	17	Cumberland
McNeil, G. W.....	17	Robeson
McNeil, Malissa.....	17	Harnett
McNeil, Thomas	16	Cumberland
Melvin, Sudie	18	Bladen
Mitchel, Walter	18	Cumberland

PREPARATORY CLASS—Continued

NAME	AGE	COUNTY
Mitchel, Thomas	16	Anson
Monroe, L.	13	Cumberland
Neil, Dolly	15	Bladen
Patterson, H. C.	19	Cumberland
Patridge, M.	16	Cumberland
Price, Florence	14	Edgecombe
Ray, Janie	17	Cumberland
Ray, Rossetta	15	Cumberland
Reeves, J. E.	17	Cumberland
Richardson, Maggie	13	Cumberland
Robinson, Alex	17	Bladen
Robinson, Malissa	16	Bladen
Sanders, Rena	22	Johnston
Sawyer, David	18	Cumberland
Sawyer, E. B.	13	Cumberland
Sawyer, Noah	17	Cumberland
Sawyer, Sarah E.	14	Cumberland
Smith, Clyde V.	14	Wayne
Smith, Ophelia	19	Harnett
Smith, Rebecca	18	Cumberland
Stevens, Eliza	14	Cumberland
Taylor, Jesse	15	Cumberland
Taylor, Mary	13	Cumberland
Vincient, Eric	16	Cumberland
Wall Caroline	15	Richmond
Wall, Robert	20	Richmond
Webb, Janie	15	Columbus
Williams, J. R.	17	Cumberland
Williams, Mary	16	Robeson
Williams, Mary E.	13	Cumberland
Wright, Esther	15	Cumberland
Wright, Isadore	13	Cumberland
Wright, Julia	16	Cumberland

FIRST GRADE

Beatty, John Henry
Brown, William
Brown, Blaney
Burton, Isabella
Byrd, Russell
Byrd, Burton
Cain, George Owen
Crump, Wallace
Crumpler, Annie
Evans, Irene

Evans, Matthew
Gainey Philip
Gainey, Ethel
Hoskins, Charlotte
Malloy, Fred Douglas
Monroe, Eddie
McKoy, Douglas
McNair, Iola
McAlister, Viola
Simmons, Archie

Simmons, Mary Esther
Simmons, Susan
Smith, Annis
Smith, Herbert
Smith, Lena May
Stevens, Louise
Stevens, Katie
Taylor, James
Williams, Thomas

SECOND GRADE

Andrews, Maretta
Andrews, Rylie
Cain, Mary E.
Crump, Ella May
Dancy, Mary A.
Gainey, William

Gainey, Paul
Hoskins, Charles
Hoskins, William
Johnson, William
Morgan, Bernice
Morgan, Booth

McAlister, Hector
McKoy, Clarendia
Taylor, William
Wright, Madeline

THIRD GRADE

Byrd, Anna
Johnson, Albert
Leon, Barge

McKoy, William
Sparks, Joe
Taylor, Katie
Vincent, Alfred B.

Wright, Arthur
Wright, Hannah

FOURTH GRADE

Hoskins, George
Hoskins, Mary
Lock, Sophia

Morgan, John T.
McAlister, Fannie
Sparks, Robert

Sparks, Walter
Stevens, Annie
Wright, Robert

Music Class**FIRST GRADE**

Alston, Lorena
Baldwin, Essie May
Boone, Alice
Colvin, Josephine
Gilmore, Mattie

Gilmore, Claudie
King, Mary
McKoy, Mamie
McKoy, William
McGill, J. C.

McIver, Lillian
McIver, Florence
McNair, Katie
Mitchell, Esther
Robinson, Emma

SECOND GRADE

Beaman, Lessie
Brown, Lula

Hodges Naomi
Sampson, Eva

Spaulding Mattie
Stevens, Cora

THIRD GRADE

Dark, Hassie
Morgan, Atha

Smith, Mabel
Wooden, Rosa



A CLASS IN SEWING

**The Following is a List of the Graduates of the
School and their Occupation**

1878

NAME	OCCUPATION	POSTOFFICE
A. W. Whitfield -----	Real Estate -----	Fayetteville
E. L. Thornton -----	Government Clerk -----	Washington, D. C.
x Rt. Rev. J. W. Smith ---	Bishop A. M. E. Z. ---	Washington, D. C.
L. H. Chesnutt -----	Photographer -----	Cleveland, O.
Mary E. Harris -----	Teacher -----	Mississippi
Susan U. (Perry) Chesnutt	Housekeeper -----	Cleveland, O.
Jane B. (Perry) Tyson ---	Housekeeper -----	Washington, D. C.
Hattie (McNeill) Williams	Housekeeper -----	Fayetteville

1879

A. J. Chesnutt, Jr. -----	Photographer -----	Cleveland, O.
John Bayne -----	-----	-----
W. H. Quick -----	Attorney -----	Sanford
David Bryant -----	Steward -----	New York
George H. Williams -----	Mail Carrier -----	Fayetteville
W. H. McNeill -----	Railway Mail Clerk -----	Greensboro
John Tyson' -----	-----	Carthage
Mary E. (Pearce) Cole ---	Housekeeper -----	Fayetteville
Thomas H. McNeill -----	Undertaker and Embalmer	Fayetteville
Mary J. (Williams) Smith	Housekeeper -----	Goldsboro
x Jane C. Williams -----	Teacher -----	Fayetteville
H. C. Tyson -----	Government Clerk -----	Washington, D. C.

x Deceased.

GRADUATES—Continued

1880

NAME	OCCUPATION	POSTOFFICE
John T. Williams	Physician	Charlotte
Alonza Davis	Teacher	Southport
W. E. Henderson	Business	Salisbury
D. W. Williams	Minister	-----
J. B. Henderson	Proprietor Barber Business	Fayetteville
x Julia (Ochiltree) Evans	-----	-----
Mary McCracken	-----	-----
Lina (Pearce) Lanier	Housekeeper	Fayetteville
Mary (McLean) Murley	Housekeeper	Fayetteville
Mary F. Scurlock	-----	-----
Frank Davis	-----	-----

1881

William Halsey	Teacher	Parkersburg, W. Va.
x J. C. White	Teacher	Warsaw
George H. Evans	Undertaker	Fayetteville
x Esther Leach	Teacher	Fayetteville
Susan Cain	-----	Fayetteville
Mary K. (Thornton) Bizzell	Housekeeper	Fayetteville
x Carrie (Perry) Chesnutt	Housekeeper	Cleveland, O.
Sandy Stevens	Physician	Louisville, Ky.

1882

Edward Williston	Physician	Washington, D. C.
W. T. Tyson	-----	-----
A. P. Robinson	Teacher	Halifax
x Louisa Council	-----	-----
W. T. Chalmers	-----	-----
Frank Hines	-----	-----

x Deceased.

GRADUATES—Continued

1883

NAME	OCCUPATION	POSTOFFICE
Charles H. Williams -----	Book-keeper Silk Mill -----	Fayetteville
x Clara M. Chesnutt -----	Teacher -----	Fayetteville
C. M. Williams -----	Teacher -----	Variety Grove

1884

Edward Evans -----	Prin'l City Graded School -----	Fayetteville
Lizzie Smith -----	Housekeeper -----	Boston
x John Riddick -----	-----	-----

1885

Eliza Henderson -----	Teacher -----	Fayetteville
Emma J. Council -----	Teacher -----	Fayetteville
Sallie (Elliott) Evans -----	Housekeeper -----	Fayetteville
Hattie (Armstrong) Willia's -----	Housekeeper -----	Fayetteville
x Katie (Perry) Johnson -----	Housekeeper -----	Philadelphia
x Owen Monk -----	Teacher -----	Newton Grove
George T. Collier -----	Teacher -----	Georgia
x Mary Chesnutt -----	Teacher -----	Fayetteville
Mattie (Ochiltree) Adams -----	Housekeeper -----	Maxton

1886

W. S. Hagans -----	Planter -----	Goldsboro
Augusta (McLean) Sides -----	Teacher -----	Fayetteville
Clara B. (Freeman) Taylor -----	Teacher -----	Pinehurst
Lillian Chesnutt -----	Stenographer -----	Cleveland, O.
A. A. Smith -----	Minister and Trucker -----	Mount Olive
W. M. Mitchell -----	Minister -----	Manchester

x Deceased.

GRADUATES—Continued

1886

NAME	OCCUPATION	POSTOFFICE
x M. M. Hines	Merchant	Rocky Mount
E. J. Campbell	Chief Steward	Fall River Line
x Virginia (Scott) Williams	Housekeeper	Fayetteville
R. McN. Williams	Carpenter	Wilmington

1887

Sarah (Leary) Melchor.	Housekeeper	Fayetteville
R. A. Morisey	Gen'l Officer A.M.E.Z. Ch.	Philadelphia
Mary (Evans) Hoskins.	Housekeeper	Fayetteville
Charlotte (McNeill) Cain .....	.....	New York
Laura A. Hall .....	.....	Connecticut
C. A. Whitehead	Teacher	Goldsboro
Mary (McNeill) Waddell	Housekeeper	Fayetteville
x Susie A. (Cain) Mitchell	Housekeeper	Fayetteville
E. P. Williams	Shoemaker	Fayetteville
W. H. Jones	Insurance	Charlotte
Fannie E. Halliday	Teacher	Rocky Mount
Cornelia Jones	Teacher	Fayetteville
Henry Green .....	.....	.....
L. A. Patrick	Minister	Florida

1888

H. N. Williams	Ass't Prin. City Graded Sch'l	Fayetteville
x Aubrey Brewington	Trucker	Fayetteville
Winnie Smith	Housekeeper	Boston
Anna Henderson .....	.....	.....
John S. Leary, Jr. ....	.....	.....
Martha Sammons	Housekeeper	Rocky Mount
J. C. Cain .....	.....	.....

x Deceased.



A CLASS IN COOKING

GRADUATES.—Continued.

1889

NAME	OCCUPATION	POSTOFFICE
Meta (Haliday) Patterson	Housekeeper -----	High Point
R. W. White -----	Teacher -----	Winston
x William Henderson -----	-----	-----
Lizzie (McNeill) Wilkerson	Housekeeper -----	Fayetteville

1890

A. D. Williston -----	Civil Engineer -----	Tuskegee, Ala.
x Florrie Leary -----	Teacher -----	Fayetteville
x Eva S. Mabry -----	Teacher -----	Raleigh
Carrie (Thornton) Fairley	Housekeeper -----	Raleigh
J. S. Lemmon -----	Teacher -----	Whiteville
R. H. Williams -----	Teacher -----	Georgia
Josie (Tucker) Womble --	Housekeeper -----	Florida
Florrie Williams Greene --	Teacher -----	Charlotte
Rosa (Scott) Brunson --	Teacher -----	Rocky Mount
Evie Henderson -----	Dressmaker -----	Fayetteville

1891

C. H. Hines -----	Physician -----	-----
H. C. Scurlock -----	Prof. Howard University --	Washington
J. T. Kerr -----	Minister -----	-----
Robert Scott -----	-----	-----
Louis Hall -----	Porter -----	Macon, Ga.
Carrie (Tucker) Ross --	Teacher -----	Fayetteville
A. H. Hines -----	Teacher -----	-----

x Deceased.

GRADUATES.—Continued.

1892

NAME	OCCUPATION	POSTOFFICE
William Sanders.....	Porter	St. Paul Minn.
Rosa A. (Jackson) Rhone	Housekeeper	Fayetteville
Mary A. (Kelly) Elliott...	Hosuekeeper	Fayetteville
Rufus M. Ochiltree	Teacher	Graham
A. C. Clark.....	Teacher	Spout Springs
A. D. Jackson .....	.....	.....

1893

Katie (Williston) Peterson	Teacher	Fayetteville
L. H. Bizzell	Insurance	Fayetteville
I. B. Hall.....	Silk Operative	Fayetteville
S. H. Wilson	Physician .....	.....

1894

R. S. Halliday	Physician	Statesville
Fannie I. Mitchell	Housekeeper	Laurinburg
Fannie D. Payne .....	.....	.....
Mary A. Murphy	Teacher .....	.....
Eliza E. Dixon	Teacher	Hope Mills

1895

Hattie L. Hogans .....	.....	.....
Roena B. (Jacobs) Perry..	Housekeeper	New York City
Mary E. (Barney) Chavis	Housekeeper	Fayetteville
Sarah B. (Williams) Ray..	Housekeeper	Benson

1896

H. C. McDonald.....	Teacher	Live Oak, Fla.
Mollie Taylor.....	Teacher	Suffolk, Va.

GRADUATES.—Continued.

1897

NAME	OCCUPATION	POSTOFFICE
x O. B. Raiford		Fayetteville
x Nannie Pickett		
Nettie Williston	Teacher	Fayetteville
Sarah Chesnutt	Teacher	Fayetteville
J. J. Hines	Principal	Hamlet
Rachel (Pickett) Simpson	Housekeeper	Fayetteville
Cora M. Wilkins	Stenographer	New York City
Isabella S. Williams		
Eliza H. McCracken		
F. A. Fleming	Proprietor Barber Business	Fayetteville

1900

Sadie Bowman	Housekeeper	Hartford, Conn.
Laurena J. Smith	Teacher	Fayetteville
x T. C. Drake		Greensboro

1901

Alice G. Bryant	Teacher	Fayetteville
Annie E. Chesnutt	Teacher	Fayetteville
Emma W. (Gill) Crump	Housekeeper	Fayetteville
Eugenia W. Jacobs	Teacher Graded School	Fayetteville
Mery E. Perry	Teacher—Shaw	Raleigh
Isadore G. Jacobs	Clerk	Durham
Annie E. Pickett	Housekeeper	Fayetteville
Hattie N. Sharpless	Teacher	
Lucretia R. Williams	Teacher	Fayetteville

x Deceased.

GRADUATES.—Continued

1903

NAME	OCCUPATION	POSTOFFICE
J. E. Boykin -----	Principal -----	Thomasville
Rosa W. Bayne -----	Teacher -----	Fayetteville
Bertha J. Byrd -----	Teacher -----	Wade
M. Grant Crumpler -----	Teacher -----	Macon, Ga.
Joseph F. Drake -----	Business -----	Fayetteville
Theodosia Hall -----	St. Augustine -----	Raleigh
Mattie McDougald -----	Teacher -----	Fayetteville
Harlena White -----	Clerk in Silk Mill -----	Fayetteville
Hattie Williams -----	Teacher -----	Fayetteville

1904

J. C. Gill -----	Teacher -----	Camp Nelson, Ky.
J. S. Brown -----	Minister -----	Rockingham
Alice V. McDaniel -----	Seamstress -----	Fayetteville
A. J. Henderson -----	Pharmacist -----	Winston
T. J. Mitchell -----	-----	-----
Harriet Kirk -----	Housekeeper -----	Alderman
J. W. Mitchell -----	Teacher C. N. School -----	Fayetteville
Alberta Simmons -----	Teacher -----	Snow Hill, Ala.
J. S. Perry -----	Shaw University -----	Raleigh
Sallie D. Boykin -----	Teacher -----	Fayetteville
D. C. Gore -----	Teacher -----	Supply

1905

Boisy W. Barnes -----	Teacher A. & M. College -----	Greensboro
Bertha M. Brown -----	Biddle University -----	Charlotte
Alice Freeman -----	Silk Operative -----	Fayetteville
Daniel C. Gore -----	Teacher -----	Supply

GRADUATES—Continued

1905

NAME	OCCUPATION	POSTOFFICE
Callie Guion	Teacher	Elizabethtown
Pinkey C. McKay	Teacher	Fayetteville
George W. McMillan	Teacher	Fayetteville
Henry T. McMillan	Shaw University	Raleigh
Pierre B. Price	Clerk	Laurinburg
John L. Simpson	Teacher	White Oak
Samuel W. Thaggard	Clerk	Fayetteville
Chester Wilder .....	.....	.....
Lena A. Wood	Teacher	Fayetteville
Roena W. Simmons	Teacher	Texas

1906

Caroline Barney	Teacher	Fayetteville
John W. Black	Teacher	Red Springs
Robert F. Coley	Lincoln University	Oxford, Pa.
John W. Flemming	Teacher	Clinton
Carrie B. Jiggetts	Housekeeper	Red Springs
Estella Jones	Teacher	Clarkton
A. H. McAlister	Teacher	Bladenboro
W. H. McLaughlin	Laborer	Fayetteville

1907

Wayman W. Williams	Drug Clerk	Philadelphia
Ezekiel K. Patterson	Teacher	Falling Creek
Anthony T. Kennedy	Teacher	Falling Creek
Ella J. McNeill	Teacher	Clarkton
Hattie (Brooks) Carroll	Housekeeper	Fayetteville
Flora Kate Goodman	Teacher	Fayetteville

GRADUATES—Continued

1909

NAME	OCCUPATION	POSTOFFICE
Minnie U. Waddell -----	Teacher -----	Fayetteville

1910

Henry Williams Hall -----	St. Augustine -----	Raleigh
Owen Bailey Williams ---	Shaw University -----	Raleigh
Suise B. Adams -----	-----	Fayetteville

1911

Petty L. Brown -----	Teacher -----	Clarkton
Maggie Blackman -----	-----	Fayetteville
Meta McKeller -----	Teacher -----	Linden
Mamie Cogdell -----	Silk Operator -----	Fayetteville
Julia Mae Floyd -----	Teacher -----	Hamer, S. C.
Nannie (Alston) Bullock--	Teacher -----	Townsville
Walter R. Richardson----	Silk Mill -----	Fayetteville
O. C. McMillan -----	Shaw University -----	Raleigh
Laura Williams -----	Seamstress -----	New York City
Veal Woods -----	Teacher -----	Sellers, S. C.

Where the Students Come From

The students in attendance upon the school during the session came from three different States, twenty-three Counties, forty-one Postoffices and Routes, and from one hundred and ninety-two different families. One hundred and nine of these families own their own homes.

Occupation of Parents

	Male	Female	Total
Students whose parents are Farmers	35	74	109
Students whose parents are Carpenters	11	4	15
Students whose parents are Merchants	0	2	2
Students whose parents are Brick Masons	1	2	3
Students whose parents are Hostlers	1	5	6
Students whose parents are Barbers	2	2	4
Students whose parents are Painters	2	0	2
Students whose parents are Coopers	0	1	1
Students whose parents are Butchers	0	1	1
Students whose parents are Watchmen	0	1	1
Students whose parents are Firemen	1	0	1
Students whose parents are Cooks	0	5	5
Students whose parents are Laundresses	3	10	13
Students whose parents are Housekeepers	0	1	1
Students whose parents are Seamstresses	0	1	1
Students whose parents are Mill Operatives	0	1	1
Students whose parents are Moulders	2	0	2
Students whose parents are Preachers	1	2	3
Students whose parents are Teachers	7	2	9

Every son, whatever may be his expectation as to future, ought to be so educated that he can superintend some part of the complicated machinery of social life; and every daughter ought to be so educated that she can answer the claims of humanity, whether these claims require the labor of the head or the labor of the hand.—Horace Mann.



“The strength of every community is dependent upon the average of the intelligence of that community, and this intelligence is dependent upon the education of the entire mass and not of the few.”—Charles B. Aycock.



“To close the door of hope against any child within the borders of the State, whatever be his race or condition, by deliberately removing him from the possibility of securing such training as will fit him for the life he has to live, is un-Christian, un-Democratic and un-American.”—Gov. N. C. Blanchard.

Other Information About the North Carolina State Normal School for the Negro Race Fayetteville

SUMMARY OF INFORMATION

The School aims to reach, help and prepare as many colored young men and young women as possible to teach in the public schools of the State and to become efficient workers along any line of honest endeavor.

The Principal invites correspondence with parents, teachers, ministers, and young people who desire further information of the School.

There is an increased demand for Normal School graduates as teachers. The Normal graduate does far better service as a teacher.

The Principal keeps in touch with superintendents of schools, school officers, and teachers, and aids graduates in securing positions.

The Normal has the best teaching force it can secure. The teaching hours are used for teaching. Students are not allowed to waste their time. It pays to be a student of the Fayetteville State Colored Normal School.

Tuition is free to all persons who pledge themselves to teach in the public schools. The institution employs a few students and will get work for others who wish it, in the city. Students are advised to keep profitably employed.

All arrangements for boarding and rooming are subject to the approval of the Principal.

The Normal Reading-Room is fairly well supplied with daily and other current publications.

The School Library contains some carefully selected volumes.

The best medical attention is promptly given in case of illness.

Students should be well recommended by a minister, teacher, parent, or other person of good standing, before entering school.

The daily session of school begins at 8:40 in the morning and ends at 3:30 in the afternoon: intermission from 11:00 to 11:20. The lunch period lasts thirty minutes—from 1:20 to 1:50.

The next session begins Monday, September 9, 1912. Students should enter the first day, and, if possible, remain throughout the session.

Fill in the Application Blank and return it to the Principal as soon as possible.

For further information, address,

E. E. SMITH, Principal State Normal School
Fayetteville, N. C.

